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University of Northern Iowa Faculty Senate Meeting Minutes, April 28, 1997

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UNIVERSITY FACULTY SENATE MEETING

Monday, April 28, 1997

1521

APPROVAL OF THE MINUTES

1. Isakson/Bozik moved/seconded to approve the minutes of March 10, 1997, and April 14, 1997, as corrected. Motion carried.
2. De Nault/Gable moved/seconded to approve the minutes of March 24, 1997, March 31, 1997, and April 28, 1997, as follows: (1) The Secretary shall distribute copies of these minutes to Senators. (2) Senators shall forward corrections, addition, or editing to the Secretary and Chair within two weeks of their distribution. (3) The Chair shall give final approval of the minutes after all corrections, additions, or editing have been completed. (4) These minutes shall then be distributed in the normal manner. Motion carried.

ANNOUNCEMENTS

1. Call for press identification. No members of the press were present.
2. Comments from Chair Haack: (1) A plaque and thanks were given to Mary Bozik in recognition of her work as Chair of the Faculty. (2) A new Health and Safety Committee has three faculty vacancies, the terms to expire in 1998, 1999, and 2000. Cooper/Isakson moved/seconded to hold an electronic election. The positions to be filled in order of number of votes received. Motion carried. Nominations should be e-mailed to Haack who will hold the electronic election. (3) Requests for Emeritus Status have been received from Louis Finsand, Department of Teaching, and Roger J. Hanson, Department of Physics. Gable/Isakson moved/seconded to consider the request for Emeritus Status. Gable/Soneson moved/seconded to substitute a motion to Calendar, Docket, and place at the head of the docket, out of regular order. Motion to substitute carried. Main motion, to Calendar, carried. Calendar Item 651, Docket 576.
3. Comments from Provost Marlin. The Provost thanked Senators for their response to her request for comments on the University of Northern Iowa Report on Faculty Workload/Portfolio. There was discussion of the Report.

NEW BUSINESS

1. Election of Senate officers for 1997-1998. Hans Isakson (Finance) was elected Chair and Sherry Gable (Educational Psychology and Foundations) was elected Vice Chair.

OLD BUSINESS

1. Report from the Enrollment Management Committee. Clark Elmer, Director of Enrollment Management and Admissions delivered a report. Considerable discussion followed.
2. Revised request from the Calendar Committee that the Senate Approve Summer 1998 to Fall 2002 Calendar (Docket 571, Calendar Item 645). De Nault/Isakson moved/seconded to approve the revised Summer 1998 to Fall 2002 Calendar. Gable/Thomas moved to amend so that the Spring Semester start on the third Tuesday of January. Motion to amend carried. Main motion, as amended, carried.
3. Continuation of oral report from Senate representatives to the Strategic Plan Reconciliation Committee (Docket 572, Calendar Item 646). Gilpin/De Nault moved/seconded to refer the Strategic Plan Reconciliation Committee's Proposed Structure for Consideration of Future Changes in the Strategic Plan to the Senate's Strategic Plan Committee and report back. Motion to refer carried.

Bozik moved to remove from the table Docket 553, Calendar 627, request from Provost Marlin to decide who should call the Panel on Faculty Conduct into session when a faculty member disputes or protests a disciplinary sanction other than dismissal proposed by the Provost, that was tabled until the Provost is available to participate in the discussion. The motion died for lack of a second.

Thomas/Soneson moved/seconded to consider a Report from Donna Vinton, Associate Director of Placement and Career Services, on transcript notation of work experience next. Motion carried.

4. Report from Donna Vinton, Associate Director of Placement and Career Services, on transcript notation of work experience. De Nault/Isakson moved/seconded that any activity that is to be noted on the

Jerry Peterson
Lib 340
3675

transcript must go through the established curricular process. Motion carried.

Primrose/Gooper moved/seconded to adjourn at 5:45 P.M. and enforce Robert's Rules of Order. Motion carried.

5. Continued discussion of the report of the General Education Committee on the Senate's Request to study the educational advantages of splitting the General Education Program into a Skills Component and Liberal Arts Core Component and requiring students to enroll in the skills components the first semester of attendance at U.N.I. (Response to Calendar Item 590, Docket 564, Calendar Item 638). De Nault/Isakson moved/seconded that the Senate endorses the following: (1) Splitting the General Education Program into a skills component and a Liberal Arts Component. (2) The Skills Component shall consist of writing, speaking, and mathematics skills. (3) Requirements of the Skills Component shall be completed within the first year of enrollment at U.N.I. (4) Skills Component requirements may be satisfied by demonstrating proficiency in writing, speaking, and mathematics prior to or after enrollment at the University. Such demonstration may take the form of high ACT scores, performance on CLEP or other standardized examination, a U.N.I. examination, or passing an appropriate UNI course with a grade of C or higher. Students who demonstrate proficiency prior to entering UNI will not be required to take additional hours in the General Education Program, that is, the hours saved will revert to the student to use as free electives. (5) Every effort shall be made to inform incoming students of the University's General Education Skills Component requirements and to encourage attaining and demonstrating proficiency prior to enrollment at UNI. Thomas/Bozik moved/seconded to amend by adding item (6), the General Education Committee will consider staff issues of both departments and the Library. Motion to amend carried. Main motion, as amended, carried.

CONSIDERATION OF DOCKETED ITEMS

- 576 651 Request for Emeritus Status from Louis Finsand, Department of Teaching, and Roger J. Hanson, Department of Physics. Primrose/Isakson moved/seconded to approve the request for emeritus status. Motion carried.

Cooper/McDevitt moved/seconded to extend the Senate's time for adjournment by 10 minutes. Motion carried

- 563 637 Request from the University Committee on Curricula to approve changes in the Bachelor of Liberal Studies Degree. Gable/Cooper moved/seconded to receive the report. McDevitt/Thomas moved/seconded to substitute a motion to approve the proposed changes in the Bachelor of Liberal Studies Degree. Motion to substitute carried. Main motion carried.

The Senate thanked Haack for his work as Chair this last year.

ADJOURNMENT

CALL TO ORDER

The University Faculty Senate was called to order by Chair Haack at 3:15 P.M.

Present: Hans Isakson, Randall Krieg, Dean Primrose, Sherry Gable, Carol Cooper, Merrie Schroeder, Richard McGuire, Calvin Thomas, Jerome Soneson, Ken De Nault, Paul Shand, Joel Haack, Suzanne McDevitt, Andrew Gilpin, Katherine Van Wormer, Barbara Weeg, Phil Patton, Sue Grosboll, and Mary Bozik (Ex-officio).

Alternates: Catherine Palczewski for Martha Reineke.

APPROVAL OF THE MINUTES

1. Isakson/Bozik moved/seconded to approve the minutes of March 10, 1997. Motion to approve the minutes of March 10, 1997 carried.
2. Isakson/Bozik moved/seconded to approve the minutes of April 14, 1997 with a correction to page 2, "Daryl Smith" should read "Gerald Smith (Accounting)". Motion to approve the minutes of April 14, 1997 as corrected, carried.
3. De Nault/Gable moved/seconded that the minutes of March 24, 1997, March 31, 1997, and April 28, 1997 be approved in the following manner:
 - A. The Secretary shall distribute copies of these minutes to all Senators.

- B. Senators shall forward corrections, additions, or editing to the Secretary and Chair within two weeks of their distribution.
- C. The Chair shall give final approval of the minutes after all corrections, additions, or editing have been completed.
- D. These minutes shall then be distributed in the normal manner.

Haack stated that this would provide a mechanism for approval and distribution of minutes that had not been approved today.

De Nault spoke to the motion. He reported that because he had taken students on a field trip over Spring Break and he was behind in completing the March minutes. In addition, the motion would provide a mechanism for approval of the minutes for today's meeting.

Gilpin asked about the Senate meeting scheduled for May 12, 1997.

Haack stated that Senators who had spoken to him had been overwhelmingly opposed to meeting on May 12, 1997. Therefore, today's meeting will be the last for this semester.

Motion to approve the minutes for March 24, 1997, March 31, 1997, and April 28, 1997 as proposed carried.

ANNOUNCEMENTS

1. Call for press identification. No members of the press were present.
2. Comments from Chair Haack:
 - A. A plaque and thanks were given to Mary Bozik in recognition of her work as Chair of the Faculty. Bozik remarked that it had been an honor to represent the faculty in this roll.
 - B. The Senate has been asked by the Provost to appoint three faculty members to the new Health and Safety Committee. The terms of appointment to expire in 1998, 1999, and 2000. Because of the nature of some of the issues that will come before the committee, Haack would like to have these positions filled before next September. Haack asked for Senate approval to receive nominations and then conduct a vote electronically within the next two weeks.

De Nault stated that he did not object to this procedure to initially fill these positions but he would like the positions filled by a University election in the future. He would like this to be given to the Committee on Committees.

Haack stated that the request from the Cabinet, as forwarded to him by the Provost, requests that these positions be filled by the Senate. Haack thought that the Senate would need to ask the Cabinet to change this.

Gable reminded Senators that the terms of the three representatives expire in different years. She asked for clarification as to the procedure proposed by Haack.

Haack stated that his concern was that the positions be filled as soon as possible. He suggested that the length of appointment could be determined by the number of votes received. The term for the person with the most votes would expire in 2000, the next in 1999 and the next in 1998.

Primrose asked if this committee would be meeting in the summer.

Haack stated that he did not know.

Cooper remarked that there is a problem on campus right now and she thought that faculty would want representation on the committee.

Cooper/Isakson moved/seconded to hold an electronic election. Nominations should be e-mailed to Haack who will hold the electronic election. The positions to be filled in order of number of votes received.

Soneson stated that he was not connected to the campus computer network. Haack stated that he would communicate in writing to Soneson.

Motion to hold the election electronically carried.
 - C. Completed forms requesting Emeritus Status from Louis Finsand, Department of Teaching, and

Roger J. Hanson, Department of Physics were received by the Chair after the deadline to be placed on the Agenda for today's Senate meeting. In addition, a request for a form for Emeritus Status has been received by the Chair from a faculty member who is retiring at the end of this semester. If these are not considered until Fall, these faculty would not have benefits of emeritus status, such as a free parking permit, until next Fall.

Soneson spoke in favor of having a discussion and vote on the formal requests for Emeritus Status.

Gable/Isakson moved/seconded to consider the two requests for Emeritus Status.

De Nault remarked that conducting the consideration and vote in the proposed manner left no easily retrieved record of Senate actions. Without a Calendar and Docket number, Senate actions easily get lost. He argued for calendaring, docketing, and discussing so that there would be an available record of the Senate's actions.

Gable/Soneson moved/seconded to substitute a motion to Calendar, Docket, and place at the head of the docket, out of regular order, the request for Emeritus Status from Louis Finsand, Department of Teaching, and Roger J. Hanson, Department of Physics.

Motion to substitute carried.

Main motion, to Calendar, Docket, and place at the head of the docket, out of regular order the request for Emeritus Status from Louis Finsand, Department of Teaching, and Roger J. Hanson, Department of Physics carried. Calendar Item 651, Docket 576.

3. Comments from Provost Marlin.

The Provost thanked Senators for their response to her request for comments on her draft of the University of Northern Iowa Report on Faculty Workload/Portfolio. Many of the questions and comments dealt with the database and the definition of categories, such as major works of scholarship. The Provost has shared these comments with Mahmood Yousefi, the UNI representative on the interinstitutional committee developing the database. The Provost is waiting for some data from Institutional Research after which she will prepare her final report. The final report will be presented at the May Board of Regents meeting.

Gable expressed concern about the use of benchmarks in the Strategic Plan to determine faculty workload. When benchmarks were proposed they were never tied to faculty workload and now they have been tied to faculty workload. A lot of these benchmarks are not under the purview or control of faculty, such as availability of required courses. Many of the benchmarks are under administrative control. More information is needed on how the data are going to be determined. For example, what is being recorded by the number of students using academic resources, as measured by Library network use, and how are we going to tabulate the quality of advising. In the College of Education, there is an advising center which is not under the control of faculty. How are these and the other items in the benchmarks going to be used to determine faculty workload.

Provost Marlin responded that she is trying to pull in the whole component of the faculty workload. Gable is correct that there is still a lot of work to be done.

De Nault asked who were the representatives on the interinstitutional committee working on the database.

Provost Marlin replied that Mahmood Yousefi and Phil Patton were the representatives from UNI. Joel Haack has been invited to attend the meetings.

De Nault asked if there were faculty representatives from the other institutions.

Haack replied that the President of the Faculty at the University of Iowa was on the committee but there was no faculty representative from the Iowa State University.

Yousefi said he would send the Secretary the committee membership¹.

Isakson asked if the report was intended to produce an aggregate picture of faculty activity on a campus or was the report intended to evaluate the activity of a particular faculty member.

1. The membership of the Interinstitutional Committee to Develop a Common Database is as follows: Iowa State University, Rab Mukerjea, Betty Stanley, and Elsie Levine; State University of Iowa, Betsey Altmaier, Don Szeszycki and Sheldon Kurts; University of Northern Iowa, Mahmood Yousefi, Phil Patton, and Joel Haack.

Provost Marlin replied that it was to do both. Faculty have particular assignments and are to be evaluated on how well they carry out those particular assignments. These assignments have to add up to fulfill the mission of the college and ultimately, the university.

NEW BUSINESS

1. Report of the Nominating Committee for Senate Officers for 1997-1998.

Randy Krieg, Chair of the Nominating Committee, reported that the committee had three nominees. The Committee recommends that the Senate vote on these three and any additional nominees from the floor for Chair. The Vice Chair would then be voted on from the remaining nominees.

Haack stated that he had received a request from a senator that the winner be by majority of the votes. Thus, if no candidate receives a majority of the votes, there would be a run off. Haack asked for the wish of the Senate. The ByLaws do not specify the specifics of the elective process.

There were no objections to the proposal by Haack.

Krieg announced that the nominees for Chair for 1997-1998 were Ken De Nault, Sherry Gable, and Hans Isakson.

Haack called for nominations from the floor. There were no nominations from the floor.

The first vote did not produce a majority for any candidate and a runoff was called between Ken De Nault and Hans Isakson.

Hans Isakson was elected Chair for 1997-1998.

Krieg announced that the nominees for Vice Chair for 1997-1998 were Ken De Nault and Sherry Gable.

Haack called for nominations from the floor. There were no nominations from the floor.

Sherry Gable was elected Vice Chair for 997-1998,

OLD BUSINESS

1. Report from the Enrollment Management Committee.

Clark Elmer, Director of Enrollment Management and Administration, presented the report.

Elmer distributed copies of the *Quality of Student Life and Learning Survey Results*. (Copies may be obtained from the Secretary of the Senate or the Office of Enrollment Management and Administration).

Elmer reported that the document was quite lengthy and Senators were encouraged to examine it in detail. The overall result was that we do not have all the data we would like to have in the area of retention and for the data we do have, we may not do the best job of communicating that data to the campus community. So far we have not done a great deal with the results of this survey. Many of the things included were to be expected.

Elmer informed the Senate that there were several committees, one of which was the Quality of Student Life and Learning Committee. This committee has not been very active because the chair of the committee, Barbara Lounsberry, was on a PDL last Fall and has a rather extensive workload this year. The committee did meet a number of times last summer and established a number of action items. These action items include data needs, visits to the Waterloo community for minority retention, mentoring programs, student research initiatives, involving activities, and a freshman year seminar for new students. It is hoped that the committee will be more active this year.

In addition to the Quality of Student Life and Learning Committee, there are five other subcommittees that have been looking into areas of enrollment management. Perhaps the most active has been the Program Quality Subcommittee, Chaired by Jo Duea. This committee has a broad charge of reviewing the University's programs with regard to recruitment and retention. Concerns of this committee include the need to find an appropriate focus and to determine the appropriate channels for recommending change. The committee met with several student groups to discuss their academic experiences at UNI, with Paul Butler-Nalin and Gene Lutz to discuss research needs, and with members of the General Education Committee to discuss general education issues raised by both students and committee members. Jo Duea and Roger Sell have drafted a white paper based upon committee discussions called "Brining Quality into Enrollment Management". This attempts to track the evolution of enrollment management since its

beginning here at UNI and to lead us towards some assessment of how we might apply the concept of quality to everything we do as it relates to recruitment and retention. The paper includes a template that could be used as a model for accessing enrollment management data in the future. This has gotten some good feedback from people in ITS and others who have reviewed the document. It is hoped that by the end of this year we will have a final report from this committee and will have more details to share at that time.

A Communication Committee, Chaired by Susan Chilcott, Has been reviewing the Admissions Communication Plan for the recruitment of new students, reviewing the communication materials used by individual colleges and departments in the recruitment of new students, working to develop a model that would utilize faculty in telephone contact with targeted student groups, assessing communication messages and methods for reaching non-resident prospective students, reviewing communications as it relates to retention, and evaluating the impact of technology on student recruitment.

A Management Committee, Chaired by Dennis Hendrickson, is evaluating and up-dating the Enrollment Plan that was developed in 1994. The goal of the committee is to revise the existing plan to focus on the development of enrollment for 1998-1999.

A Scholarship Committee, Chaired by Roland Carrillo, has worked on ways to improve the effectiveness of scholarship offerings throughout the campus, particularly ways to make the process more user friendly. The committee has looked at multiple criteria, separate applications, confusing procedures, stacked awards, and related issues.

A Data/Information Committee, Chaired by Phil Patton, has not worked extensively. Most of the requests for information from the other subcommittees have been responded to directly by the Office of Admissions or the Office of the Registrar. New kinds of data have not yet been requested.

Elmer reported on the targeted enrollment and enrollment mix. Current enrollment projections indicate that UNI will move toward an enrollment of 14,000 students by 2002. These projections are developed primarily on the basis of demographics. Enrollment is then projected to decline to 13,857 by 2006. These projections are reevaluated every year. They are submitted to the Board of Regents as part of a regular process.

The targeted enrollment mix is currently identified as 8.5% minority, 5% international, 10% graduate, and 5% non-resident. Our first priority is reaching the Regents established goal of 8.5% minority. We are currently at 4.2% minority enrollment and have been at this level for some time. We have been working in the area of student retention, which seems particularly noticeable in this area. The next priority is the international and non-resident goals. We are presently at about 2.5% in this area. The graduate goal appears to already be met. In order to reach these goals we are looking closely at both the development of scholarships and the targeting of existing financial aid designed to enhance the achievement of these targeted enrollment goals. We are talking with the Development Office about the new campaign in terms of asking for additional scholarship dollars that are not designated and would therefore be available for the recruitment of new students to the University rather than funds for a particular college and students pledged to a particular area.

Cooper asked about the proposed mix of undergraduate and graduate students among international students.

Elmer replied that this has not yet been determined. An international consultant will be here next week to do an exhaustive review of all aspects of the international program, including exchange, study abroad, degree seeking, and CIEP. The issue of mix of graduate and undergraduate among international students should be part of this study.

Isakson asked about the percent of incoming students, freshman and transfers, that are lost during the first year.

Patton responded that about 19% of the freshman are lost due to attrition the first year. Data are not kept on transfer students.

Elmer added that though 19% is a large number, 81% retention places us on the high side of comparable institutions. The most serious problem in the area of retention is retention of minority students. In this population there are a significant number of students coming in the front door and going out the back door

rather quickly.

Isakson asked if the committee had looked at the cost of delivering repeat courses to our student population. At present, students are allowed to repeat a course as many times as they wish. Some States are questioning the wisdom of allowing students to repeat courses at taxpayer's expense. Suggestions have been made to charge out of state tuition rates for repeat of courses.

Elmer referred the question to Patton who stated that he was not aware of any discussions of this proposal. There have been discussions of a possible 150% charge for repeat courses.

McDevitt asked about the survey. Was this survey developed for UNI or was it a generic survey?

Elmer replied that this was a generic survey.

McDevitt asked about the size of the sample population.

Elmer replied that it was a rather limited sample.

McDevitt expressed concern about the amount of meaningful faculty input to the various committees.

Elmer replied that Barb Lounsberry and Jo Duea were faculty.

Gable asked whether the projected enrollment growth will be from undergraduate or graduate enrollment.

Elmer replied that his office was not responsible for graduate enrollment. The 10% graduate enrollment is what is in the Strategic Plan. There has been discussion about tighter coordination of how we promote graduate programs in terms of specific areas that may have more room to take graduate students.

Gable asked what is being done to recruit more out-of-state students. Specifically, how much money is being spent in recruitment of out-of-state students.

Elmer replied that when he meet with the Cabinet, the President outlined those three targeted areas which included minority students, international students, and non-residents, in that order. It is certainly possible that in the recruitment of minority students there will be some non-residents. All of these three populations are difficult to recruit to UNI and they are costly to recruit to UNI. We will have to make some hard decisions about how much money we are willing to spend in order to provide this kind of diversity within the enrollment. Some of this relates to academic programs, where we can have very unique programs that draw students to the University from out-of-state. Where this is not the case, we need to supplement with dollars in terms of shrinking the differential cost between our out-of-state tuition and what students may be able to pay for that program in their own state.

Cooper asked if there was reciprocity with other states.

Elmer stated that we do not have reciprocity with other states. This makes out-of-state recruitment more difficult. The states to our north, Minnesota, Wisconsin, and the Dakotas, do have reciprocity. Other states have additional incentives. South Dakota allows any child of an alumnae to attend a South Dakota institution and pay instate tuition. Elmer believes that we would do well in Minnesota if we had reciprocity. The largest number of our out-of-state students come from Illinois. This is also true for Iowa and Iowa State.

De Nault asked about the Program Quality Committee chaired by Jo Duea.

Elmer replied that the committee was charged with looking at all academic programs and services. The committee invited students in to talk about their experiences with General Education. The committee spent considerable time trying to determine what an appropriate focus was and how to channel recommendations that might come from the committee.

De Nault expressed concern that this sounds like a curriculum matter which is the purview of the faculty. The Office of Enrollment Management and Administration is not in the academic area. He wondered what this had to do with enrollment management.

Elmer replied that in many institutions, admissions and the registrar are part of the academic area. This is not the case at UNI. The Enrollment Management Office is the University's arm out selling the institution to prospective students in terms of talking about the General Education program. For example, there are students coming to the Admissions Office stating that UNI's General Education program is 47 hours but at the University of Iowa it is only 31 hours, and they want to know what is the difference. The Admissions

Office wants to have an understanding of the curriculum so that they can discuss it with prospective students. In addition, they want to identify where the curriculum may be a barrier to prospective students. They want to be involved in the dialogue. We have problems with transfer students, for example, because of the rigidity of our General Education program. For example, a student who takes a calculus course does not get credit here for our math requirement in General Education. A student who takes a sculpture course does not get credit in the fine arts. These are barriers to the recruitment of transfer students, particularly students from four-year institutions that have other kinds of General Education programs. These are the kinds of issues that Enrollment Management has tried to address in an arena that includes both faculty and staff and tries to open a dialogue across the lines of the entire academic community. It is not their roll to make curricular changes or to be involved in those things that are the purview of the faculty.

De Nault stated that in his college (CNS) there were departments with large enrollments, such as Biology, and departments with low enrollments, such as Physics. He asked whether the Office of Enrollment Management is involved with balancing the mix of incoming students to the available resources.

Elmer stated that was an issue. The question was whether the resources meet the demand or whether his office tries to recruit students to meet the resources. Specifically, should the institution shift resources to meet demand or should his office try the trickier approach of recruiting students to meet present resources.

Shand asked how the figures of 8.5% minority students and 5% international students were determined.

Elmer replied that the 8.5% minority figure came from an interinstitutional committee that took a report to the Board of Regents in 1988. Their recommendation was adopted by the Board. Elmer was not sure where the 5% figure came from, whether from the President, the Cabinet, or the Strategic Plan Committee. At one point, the Strategic Plan called for 10% non-resident students of which 5% were to be international.

Shand asked if the groups were mutually exclusive.

Elmer replied they were.

Isakson returned to retention and attrition. He asked if exit surveys were conducted of students who leave their first year.

Elmer stated that they do not conduct such surveys.

Isakson stated that then we do not know why a student in good academic standing leaves.

Elmer replied that was correct. There are no formal data. Students may talk to faculty, staff, or residence hall people but this information is not gathered in any formal way. There is a discussion whether the information gathered would be valid. Would students answer truthfully why they are leaving at that point.

Cooper asked if the attrition rate had remained constant at about 20% for the last several years.

Patton replied that it had.

Primrose asked about the tracking of transfer students.

Patton stated that there were some data but he could not remember it at the moment.

Primrose stated that it appears that there will be an increase in the number of transfer students, especially students from the Community Colleges.

Patton replied that there is a Report to the Board of Regents on the persistence to graduation of students over a 10 year period.

Elmer remarked that the retention rate of minority transfer students was significantly higher than the retention rate of non-transfer minority students.

Isakson stated that in the College of Business the attrition rate for transfer students was significantly higher than the attrition rate of non-transfer students.

Cooper asked if the College of Business attrition data was for students who left the University or for students who have left the College to major in another area.

Isakson replied that they did not have that information but it would be very useful.

Elmer stated that there have been initiatives to track minority students within colleges and departments. This will be helpful with retention.

Patton stated that retention information by department, major, and college is available in the Registrar's Office.

2. Revised request from the Calendar Committee that the Senate Approve Summer 1998 to Fall 2002 Calendar (Docket 571, Calendar Item 645).

Haack stated that the revised proposal includes a balance of 74 class days in Fall and Spring, a one-week Thanksgiving vacation in the Fall, a three-week break at Christmas, and two four-week summer sessions to be held in June and July thus also providing time for an intercession in May for those departments who so wish. The Fall Semester includes a Labor Day vacation and the Spring Semester includes a Martin Luther King vacation.

De Nault/Isakson moved/seconded to approve the revised proposed Summer 1998 through Fall 2002 Calendar.

Soneson spoke in favor of a four-week rather than the proposed three-week break between the Fall and Spring Semesters. There had always been a four-week break and some time ago the Administration wanted to shorten this. He was not sure why. It may have been because of student and parental pressure. The University Senate voted for a four-week break and the Student Senate voted for a three-week break. The Administration then alternated between three and four week breaks. Though students may prefer to have a three-week break, faculty need a four week break to write and publish. Three weeks is too short a time. It takes about one week to finish up the Fall Semester, a week to clear our desks of stuff that has piled up during the semester, and another week to prepare for Spring classes. Thus, there is no time left to write. Students finish the Fall about December 20th and do not need to be back for class until about January 15th. This gives students a lot of time. The wise students use this time to get a job or to prepare for their Spring Semester classes. Some students do have time on their hands. Faculty, on the other hand, who are responsible for their education have very little time to do their work, both to prepare for the Spring Semester and to do scholarship.

De Nault reported that in the even more distant past there used to be a two-week break between Fall and Spring Semesters. The lengthening of the break was an energy-saving measure. The University was "shut down" during this break. Buildings, including faculty offices and laboratories, were not heated. This did not work too well because the lower temperatures in the buildings created problems with equipment. De Nault recalled running Bunsen burners in his office to try to keep it warm enough so he could do research. He argued that one week was not long enough to conduct meaningful research. In addition, late December and early January are not conducive times to conduct field work. Having a longer time in May or late summer, as in this proposal, would be more advantageous to research activities than an extra week between the Fall and Spring Semesters.

Soneson responded that faculty had the entire summer to publish and do scholarship. He is asking for an additional week between Fall and Spring Semesters.

Isakson asked for clarification from Soneson. There is no way to squeeze an extra week out of the proposed calendar. Was the proposal then to start classes a week earlier in the Fall or extend classes a week later in the Spring to obtain an additional week between the Fall and Spring Semesters.

Soneson stated that he would prefer to extend classes an extra week in May.

Gilpin seconded Soneson's remarks. The feedback from faculty in his college (SBS) was overwhelmingly in support of a four-week break. In addition to the arguments articulated by Soneson, the effective use of shared library resources, such as books and collections used by students and faculty would be more available. This is a time when these resources are in the stacks and not out sitting on tables.

Palczewski stated that one week makes a difference in humanities. If one conducts research in the Summer and sends in the manuscripts, you get it back a few months later right during finals. Faculty need time to revise these manuscripts. One can either do this during the Fall-Spring break or in the Summer. Most journals do not take kindly to revisions that take seven months. Another concern is to have sufficient time to prepare for a new course or to revise a course syllabus. This takes time. The present schedule provides a week to finish Fall Semester, a week to visit with family, and perhaps a week to prepare for Spring Semester. One week might be enough to prepare and revise one course but it is not sufficient to revise and prepare for three courses.

Thomas supported Soneson and added that in the English and Foreign Language Departments the professional organization always has its convention between the end of Fall and New Years. Faculty attend this conference to give papers and to interview prospective candidates. This takes a week out of the Fall-Spring break.

McDevitt agreed with Soneson and Thomas. She was concerned with the lack of data about how the conflict between school and work contributes to attrition. Nearly 70%, 68.3% to be exact, see this as a contributing factor in attrition. Students she had contacted stated that the lack of an additional week this last Fall-Spring break contributed to their having less money for this year. She would like more data.

Patton asked for clarification of what the Senate would like to do.

Cooper supported a longer January break from the point of view of sports instruction. Starting earlier in January cuts out some time for golf and tennis. This means that all General Education outdoor sports must be offered in the first half of the Fall Semester. It would be far better to be able to offer these in both the Fall and Spring Semesters.

Van Wormer reported on a survey of her students that showed they were overwhelmingly opposed to the shorter Fall-Spring break. The reason was that her students get jobs over this period. She argued to conduct a survey of all students to determine their preference.

McDevitt asked about the NISG position.

Van Wormer replied that she had heard that NISG was not representative of the students.

Thomas stated that at Syracuse University the Spring Semester started the day after the Monday Martin Luther King Holiday. All Monday classes meet on Tuesday but Tuesday classes did not meet. This maintained the Monday-Wednesday-Friday class integrity.

De Nault reminded Senators that the short week presents problems to those teaching General Education science courses that have multiple laboratory sessions. This becomes acute in courses that have evening laboratory sessions. There are only seven nights in the week and most students, and faculty, do not like Friday, Saturday, or Sunday night laboratory sessions. If one shortens a week by one day, such as a Monday holiday, the instructor cannot require students to make up that session at some other time. This means that the instructor either has one laboratory session that is short or that all the laboratory session for that week are canceled, thus losing an entire laboratory session.

Bozik stated that there are a number of faculty who are unwilling to lose another day in the academic semester. If one starts a semester on a Tuesday, you have lost a day. When you ask students about starting a week later in January, unless one clearly informs them that this means the semester will run a week later in May, one will get a very distorted response. When students were questioned, they did respond that they had jobs over the Fall-Spring break, but they were part time. In May, students can start real jobs that will run for three months. Faculty who teach in the Summer session also need time to prepare for their courses and to grade final examinations.

Soneson agreed that faculty teaching Summer offerings needed time to prepare and grade. There are two options to maintaining starting on a Monday because of labs in science; (1) Start the Spring Semester on the fourth Monday in January or (2) Start the third week on Tuesday following the Martin Luther King Holiday and redefine Monday as Tuesday for the first week and extend this week to Saturday.

Gable/Thomas moved/seconded to amend the proposed calendar by starting Spring Semester on the third Tuesday of January.

Patton pointed out that the Faculty Guidelines state that a semester should start on a Monday.

De Nault remarked that this guideline was due to the start of Fall Semester the day after Labor Day. Many students would take the entire week off and start classes a week late.

Motion to amend the proposed Summer 1998 to Fall 2002 calendar by starting the Spring Semester on the third Tuesday of January carried.

The main motion, as amended, carried².

3. Continuation of oral report from Senate representatives to the Strategic Plan Reconciliation Committee (Docket 572, Calendar Item 646).

De Nault reported that the Senate was interested in the progress indicators. The Strategic Plan Reconciliation Committee did not discuss progress indicators as they were not a part of the Strategic Plan that was discussed. The committee did propose a structure for consideration of future changes in the Strategic Plan. This plan had previously been distributed to Senators (Appendix A). De Nault was not aware of any group on campus that had ratified the proposal for the structure for consideration of future changes in the Strategic Plan.

Haack stated that the student group may have ratified the proposal.

De Nault suggested that this be considered at a future date by the Senate.

Haack stated that this plan was forwarded to the President.

Gable reported that she had more information on the benchmarks and distributed a handout with this information.

Isakson asked if the proposal on the structure for consideration of future changes in the Strategic Plan contained the Senate's request for four representatives.

Haack stated that this was discussed but that it was not incorporated in the proposal. The academic side does have more representation than the non-academic side because of the inclusion of a dean and department head. The academic side has five representatives, the staff four, and the students three.

Gilpin asked if the Senate's Strategic Plan Committee had been formally charged.

Haack replied that members of the committee have been elected.

Gilpin/De Nault moved/seconded to refer the Strategic Plan Reconciliation Committee's proposal on the structure for consideration of future changes in the Strategic Plan to the Senate's Strategic Plan Committee.

Cooper asked when the Senate might expect a response from the Committee.

Haack stated that the Senate could give a deadline for a response.

Gilpin stated that he would prefer no deadline because he did not know when the Committee would meet.

Isakson asked Haack whether he thought that if this proposal was sent to the Senate's Strategic Plan Committee, would the faculty representation be less than what is outlined. In other words, would the faculty be harmed by sending this to the Senate's Strategic Plan Committee?

Haack replied that sending this to the Senate's Strategic Plan Committee would not effect faculty representation.

The motion to refer the Strategic Plan Reconciliation Committee's proposal on the structure for consideration of future changes in the Strategic Plan to the Senate's Strategic Plan Committee carried.

Bozik moved to remove from the table Docket 553, Calendar 627, request from Provost Marlin to decide who should call the Panel on Faculty Conduct into session when a faculty member disputes or protests a disciplinary sanction other than dismissal proposed by the Provost, that was tabled until the Provost is available to participate in the discussion.

Haack stated that if this tabled motion was not acted upon, it would die at the end of the 1996-1997 Senate session.

The motion died for lack of a second.

Thomas/Soneson moved/seconded to consider next a Report from Donna Vinton, Associate Director of Placement and Career Services, on transcript notation of work experience.

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2. On May 8, 1997, Chair Haack notified Senators that the Cabinet will forward to the Board of Regents a calendar very similar to past calendars. Specifically, (1) Thanksgiving vacation will begin on Tuesday night at 10:00 PM, (2) The semesters will continue to have 76 (Fall) and 74 (Spring) instructional days, (3) The Spring Semester will begin on the second Monday of January, and (4) The Summer Session will consist of two four-week (one eight-week) session during the months of June and July.

Motion to consider next a Report from Donna Vinton, Associate Director of Placement and Career Services, on transcript notation of work experience carried.

4. Report from Donna Vinton, Associate Director of Placement and Career Services, on transcript notation of work experience.

Haack had previously distributed via e-mail material from Donna Vinton. When the Senate had last discussed this issue it had passed a resolution that students currently enrolled in 010:159: Work Experience, be allowed to continue, but no future registration will be allowed unless the course is sanctioned through the approved, applicable policies and procedures. The present proposal is for satisfactory completion of non-credit experiential learning to be noted in the narrative space following the student's academic record for the semester and the addition of a requirement that the student's faculty advisor sign approval of the experience.

Gable accessed the e-mail address given by the Office of Career Services to examine similar courses on other campuses. These courses refer to service learning within the context of an academic course. These courses did not require additional transcript notation. Gable felt that at this point, transcript notations for non-academic items was not appropriate.

Bozik asked for clarification of the statement that the proposed notation will indicate the functional area and the organization city/state.

Vinton replied that it was suggested to provide sufficient information so that one would know what the student did.

Bozik asked if this would be a like a job description.

Vinton replied that was correct.

De Nault stated that he thought the University Transcript was the official record of academic achievement. Academics are the purview of the faculty and faculty must be involved in these activities. Students do many things that could be called work experience or learning experience. He was uncomfortable with institutionalizing these activities into what appears to be "approved" and "unapproved" activities.

De Nault/Isakson moved/seconded that any activity that is to be noted on the transcript must go through the established curricular process.

Haack asked about items on current transcripts that may not have gone through this process.

Patton stated that there were several items, such as awards, that are on transcripts.

De Nault stated that the motion referred to notation of activities and did not refer to other items placed on the transcript.

Soneson stated that if there is actual academic work being done in these activities, such as reflection, paper writing, etc., the student really ought to get academic credit for this. If this is to be a work experience, then it should not receive academic credit. If there is academic work, then a process should be set up whereby students can work with faculty and do actual learning in the experiences proposed. This should then be put on the transcript. If, however, it is just work experience, something else should be set up, such as a work transcript. The employer could write a note indicating what the student did. This would be more effective than putting it on the transcript.

Vinton stated that the proposal was not for transcript notation for work or vocational experience.

Soneson replied that if it was academic, then it needs to be judged by a professor.

Cooper stated that approval was needed by the department head rather than just the advisor.

Vinton replied that they had suggested the faculty advisor because that person was closest to the student. However, she had no problem with also requiring the signature of the department head.

Palczewski asked what the purpose was in having this type of notation on the transcript. Students would be better served by placing work experiences in their resume where they can amplify what they did.

Vinton replied that this was another option for experiential learning.

Isakson stated that either this is or is not an academic activity. From the descriptions given, it appears this is an academic activity very similar to what we already do in coop, practicum, and internship courses. As

an academic activity it must go through the curricular process. There is good reason for this. The first reason is that the curriculum process almost always leads to improvement of the curriculum proposal. The second is that it would give work experience effort more faculty support. There will be more faculty involvement in its development and thus more faculty willing to participate.

Grosboll spoke in favor of transcript notation. When prospective employers review transcripts, this notation would make a difference. Employers do look at letters of recommendation and resumes but they also look at transcripts. Having this on the transcript would indicate the University took this experience seriously enough to place it on the transcript. This is important to students. She would vote in favor of having this on the transcript. The proposal is structured such that there is an educational component to it. Students want these experiences very badly. Students want to go beyond their classroom experiences and apply their knowledge in a structured way. This kind of program provides that opportunity. Giving the experience transcript notation provides validity to the activity. There are a lot of programs that do provide internships. Unfortunately, not all programs do provide internship opportunities. Not all faculty have bought into the internship programs. There are faculty who say just sit in my classroom and do not go out and get practical experience.

Patton stated that it was his belief that an academic transcript reflects student's learning, no matter what way it is obtained. Letters of recommendation and resumes do provide some of this information. Patton was confused because the original proposal was for an experimental course. This was rejected by the Senate. The Senate now seems to be saying that this should be a course.

Palczewski remarked that in listening to the discussion, more questions have been raised. If coop opportunities are lacking in some areas because faculty are resistive, this proposal will not work either because faculty approval will be required. Therefore, what will this accomplish. It seems that more thought and faculty input is needed. This would best be obtained by going through the regular curricular process.

Don Doerr, Coordinator of Experiential Learning, stated that student's work last semester was really outstanding. What we have here is a vehicle by which learning takes place. Doerr is concerned that the vehicle is running out of gas.

Haack asked how many students were signed up for next Fall Semester.

Doerr replied that there were none because the door had been closed.

Isakson clarified his position by stating that he endorsed the concept and the opportunity should be made available to our students to the fullest extent possible, but it needs to go through the curricular process to have validity.

Soneson stated that he was in favor of learning of all sorts, including experiential learning. However, he was still worried about putting all learning experiences on the academic transcript unless they are clearly academic. If it is the case that there is a faculty sponsor who works with the student and helps reflect and ponder on the experience, this would give the experience academic integrity. Unfortunately, we all know that students can go out and obtain all sorts of experiences in the work world and learn the wrong thing. This is very troubling. That is why those of us who are concerned about the academic integrity want students to work closely with a faculty mentor. If that is the case, students are doing a critical and thoughtful reflection on their experience. This would be a learning experience in the best sense of the word. We should offer academic credit for this kind of experience with some kind of course. It is true that not all faculty will buy into this, but not all faculty buy into independent study. If a student cannot get an independent study with one faculty, they can simply go to another faculty.

De Nault disagreed with Patton's remark that the transcript should show all learning. There is lots of learning that does not go on a transcript. Living in a dormitory is a big learning experience and we do not place "dorm life" on a transcript. At the last Senate discussion of this issue there was a question about data showing what areas students did not have this type of opportunity. These data are still not available. In his college (CNS) there is no lack of opportunity for obtaining credit for this type of learning experience. The Provost's strategic plan goals calls for a 2% increase in experiential learning. This will obviously create pressure in departments that do not offer this type of experience to examine the issue and pressure in departments that do offer this type of experience to increase student participation. It seems that an

academic initiative is being proposed to correct a problem that has only been identified anecdotally.

Vinton asked how likely was it that a student in one department could go to another department to get a practicum, coop, or internship.

De Nault answered that it would depend on the department's assessment of the students ability to do the practicum, coop, or internship. For example, a student coming to the Math Department wanting a practicum in differential equations would probably not be considered for this if they did not have calculus. Faculty need to determine students preparation. Just because a student wants something does not mean that we can, or should, provide it. Students need appropriate preparation for these kinds of activities. It would not be in the student's best interest to provide an opportunity if the student is not prepared to perform the expected functions.

Isakson stated that math students interested in actuarial science have gotten internships through the School of Business with insurance companies. One must keep in mind that employers also have certain parameters for students. Thus it was perfectly possible for an English major to work through the School of Business on a coop project to edit a technical manual.

Haack asked if there was any further discussion. There being none, he called for the vote.

The motion that any activity that is to be noted on the transcript must go through the established curricular process carried.

Primrose/Cooper moved/seconded to adjourn at 5:45 P.M. and enforce Robert's Rules of Order.

Motion to adjourn at 5:45 P.M. and enforce Robert's Rules of Order carried.

5. Continued discussion of the report of the General Education Committee on the Senate's Request to study the educational advantages of splitting the General Education Program into a Skills Component and a Liberal Arts Core Component and requiring students to enroll in the skills components the first semester of attendance at U.N.I. (Response to Calendar Item 590, Docket 564, Calendar Item 638).

De Nault/Isakson moved/seconded that the Senate endorses the following:

1. Splitting the General Education Program into a skills component and a Liberal Arts Component.
2. The Skills Component shall consist of writing, speaking, and mathematics skills.
3. Requirements of the Skills Component shall be completed within the first year of enrollment at U.N.I.
4. Skills Component requirements may be satisfied by demonstrating proficiency in writing, speaking, and mathematics prior to or after enrollment at the University. Such demonstration may take the form of high ACT scores, performance on CLEP or other standardized examination, a U.N.I. examination, or passing an appropriate UNI course with a grade of C or higher. Students who demonstrate proficiency prior to entering UNI will not be required to take additional hours in the General Education Program, that is, the hours saved will revert to the student to use as free electives.
5. Every effort shall be made to inform incoming students of the University's General Education Skills Component requirements and to encourage attaining and demonstrating proficiency prior to enrollment at UNI.

De Nault stated that the purpose of the motion was to endorse a direction and communicate that to the General Education Committee. The motion was not intended to set policy. It was his intent that this would go back to the General Education Committee for their study. The General Education Committee would make whatever recommendations they support to the Senate.

Soneson asked if the purpose was to see that all students had a writing, speaking, and math course their first year.

De Nault responded that the purpose was to see that students had these skills within the first year. He was not interested in whether they took a UNI course, but in their preparation to do college-level work. De Nault stated that the first part of the motion addressed the issue of splitting General Education into a skills

component and a Liberal Arts Component. He stated that many colleagues had spoken to him about this. They had stated that the term "General Education" was in itself demeaning to the intent of the program. Further, the General Education program is attempting to deal with two separate issues, skills and knowledge. The skills component is necessary for survival at the University. It should make no difference where students acquire these skills but it is very important when they acquire these skills. Hopefully, they will have these skills when they come to the University. This will relieve us of having to teach them and under his proposal, will give the students free electives. If they do not have these skills, they need to demonstrate them within their first year. We have talked a lot about retention. Assuring that all students have the necessary skills to succeed at the University should increase retention. It is his desire to provide students with many options to demonstrate these skills, thus relieving us of having to teach these skills. Students need these skills before proceeding with their education. For example, if students have the mathematics skills of elementary analysis they are ready for our General Education science classes. If they do not, they are not ready for our General Education science classes and should not be enrolled in them. This also provides student with a method for reducing the number of required hours in the General Education program. Hopefully, students can come from High School or Community College and demonstrate these skills by some appropriate examination. It was his hope that this approach would reduce the number of basic skill courses the University would need to offer.

De Nault continued that the second purpose of the motion was to define what the skills component should be. This should be discussed by the General Education committee but it seemed to him that the basic skills for success at the University and in the real world beyond was reading, writing, speaking, and mathematics.

Gable stated that this proposal was very much in keeping with articles in the Des Moines Register and Waterloo Courier stating that more high school students are CLEPping out of classes and are taking University courses.

Palczewski agreed that the term "General Education" is not a good term but she was not sure if "skills component" was any better. Perhaps "Academic Competencies" would be better. Another aspect that needs to be looked at is staffing. If this goes back to the General Education Committee they would need to look at staffing implications. The "skills" area would be servicing 20% more students than we are presently serving because of the 20% attrition in the first year at UNI.

Bozik supports the idea of sending this to the General Education Committee. The only appropriate method for determining competency in these areas would be a UNI examination. This would require a large staff to administer.

Weeg stated that if this does go to the General Education Committee, they need also to look at implications for Library Staff. At present, the Library meets with every section of Oral Communication and meets with as many of the College Reading and Writing professors who so wish. This is a major commitment of Library resources.

Isakson remarked that there might be some increase in enrollments in some of the basic skills classes but on the other hand it may lead to lessening of enrollment in other courses because of a reduction in the number of students who have to repeat them. Better prepared students should not need to repeat courses as much. The area that the motion does not address is the area of remedial course work. Will the University develop a place for remedial work for students who do not cut the mustard in the skills area. This might be an area for the General Education Committee to consider.

Thomas/Bozik moved/seconded to amend by adding item (6), the General Education Committee will consider staff issues of both departments and the Library.

Motion to amend carried.

Patton asked what would happen to a student with a 4.0 gpa who has 32 hours but has not passed one of these courses. Would the Registrar or someone else need to advise that student to take these courses.

Cooper stated any student can ask for an exception by filling out a student request form.

Gable moved the previous question.

The motion that the Senate endorse the following:

1. Splitting the General Education Program into a skills component and a Liberal Arts Component.
2. The Skills Component shall consist of writing, speaking, and mathematics skills.
3. Requirements of the Skills Component shall be completed within the first year of enrollment at U.N.I.
4. Skills Component requirements may be satisfied by demonstrating proficiency in writing, speaking, and mathematics prior to or after enrollment at the University. Such demonstration may take the form of high ACT scores, performance on CLEP or other standardized examination, a U.N.I. examination, or passing an appropriate UNI course with a grade of C or higher. Students who demonstrate proficiency prior to entering UNI will not be required to take additional hours in the General Education Program, that is, the hours saved will revert to the student to use as free electives.
5. Every effort shall be made to inform incoming students of the University's General Education Skills Component requirements and to encourage attaining and demonstrating proficiency prior to enrollment at UNI.
6. The General Education Committee will consider staff issues of both the departments and the Library.

carried.

CONSIDERATION OF DOCKETED ITEMS

576 651 Request for Emeritus Status from Louis Finsand, Department of Teaching, and Roger J. Hanson, Department of Physics.

Primrose/Isakson moved/seconded to approve the request for emeritus status from Louis Finsand, Department of Teaching, and Roger J. Hanson, Department of Physics.

Motion to approve the request for emeritus status from Louis Finsand, Department of Teaching, and Roger J. Hanson, Department of Physics carried.

Cooper/McDevitt moved/seconded to extend the Senate's time for adjournment by 10 minutes so that there can be discussion of Docket Item 563, Calendar Item 637.

Motion to extend the Senate's time for adjournment in 10 minutes carried.

563 637 Request from the University Committee on Curricula to approve changes in the Bachelor of Liberal Studies Degree.

Gable/Cooper moved/seconded to receive the report.

Nancy Bramhall, Bachelor of Liberal Studies Advisor, reported that this proposal had been approved by the Curriculum Committee last December. The proposal is self explanatory. The University of Iowa and Iowa State University will be voting on similar proposal that will then be taken to the Board of Regents. Basically, this proposal puts the Bachelor of Liberal Studies in line with the other degrees. The BLS Degree is an external degree offered by all three of the Regent's Institutions. The program will be 20 years old in July. The intention of the proposal is to make the program a more jointly-offered degree program. The other aspect is that there was an expectation of more students coming from community colleges with 60 hours of credits. When, in actuality, many times they have 92 credits. Asking these students to complete 45 more hours seems repressive.

Gable asked whether the proposed requirement that "at least 32 hours of credit earned in the junior and senior years in courses at this University" referred to the University of Northern Iowa.

Bramhall stated that it did.

Gable asked how much non-resident credit can be counted toward the degree.

Bramhall replied that because the Bachelor of Liberal Studies is an external degree, as many as 62 credits can be earned by correspondence courses, tele courses, or ICN courses.

De Nault asked for an explanation for the proposed elimination of the requirement that 45 semester hours be earned at a Regent's University.

Bramhall replied that this was a UNI requirement. The thought in the original BLS proposal was that students would take course work at the Regent's Universities. However, Iowa State does not offer correspondence or tele courses. Therefore, it appeared that the BLS students were being penalized. There has always been an attempt to treat these students just like all the other baccalaureate degree students.

De Nault remarked that 32 hours at UNI was a rather light requirement.

Haack stated that it sounds better when considered in the context of the catalogue. Students are still required to take 124 hours total.

Bramhall added that students must also complete the General Education requirements.

De Nault stated that the catalogue only says the total hours and this proposal would mean that only 32 of these hours would need to be earned at UNI. He had not heard a cogent argument for reducing the number of hours that needed to be earned at a Regent's institution from 45 to 32.

Patton stated that the present requirement for on-campus degree programs is a minimum of 32 hours with 10 hours of 100 level taken at UNI. All that the proposal asks is for the BLS to have the same requirements as other degree programs.

McDevitt/Thomas moved/seconded to substitute for the motion to receive the report from the Bachelor of Liberal Studies Report to approve the following proposed changes in the Bachelor of Liberal Studies Degree:

1. Omit requirement # 2 (45 semester hours of credit must be earned in courses at the Iowa Regents' Universities.
2. Change requirement #3, "30 semester hours of credit (must be) earned *after* admission to the BLS program from the *specific* Regents' University granting the degree" to "At least 32 hours of credit (must be) earned in the junior and senior years in courses at this University (UNI). This total may include nonresident credit."

Motion to substitute carried.

Main motion, to approve the following changes in the Bachelor of Liberal Studies Degree:

1. Omit requirement # 2 (45 semester hours of credit must be earned in courses at the Iowa Regents' Universities.
2. Change requirement #3, "30 semester hours of credit (must be) earned *after* admission to the BLS program from the *specific* Regents' University granting the degree" to "At least 32 hours of credit (must be) earned in the junior and senior years in courses at this University (UNI). This total may include nonresident credit."

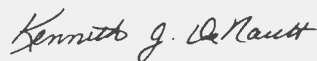
carried.

The Senate thanked Haack for his work as Chair this last year.

ADJOURNMENT

Primrose/McGuire moved/seconded to adjourn. Motion to adjourn carried. The Senate adjourned at 5:59 P.M.

Respectfully submitted,



Kenneth J. De Nault, Secretary
University Faculty Senate

Approved September 15, 1997

APPENDIX A
STRATEGIC PLAN RECONCILIATION COMMITTEE
Proposal on the
Structure for Consideration of Future Changes in the Strategic Plan

Below we offer a proposal for a process for the revision of the University Strategic Plan, Performance Indicators and Targets, hereafter referred to as the Plan. We assume that any such process, to be legitimized, should be ratified by each of the constituent groups and approved by the Cabinet. The proposed process is distinct from comments regarding the form or function of the plan itself.

For the purposes of this document, assume the University consists of three constituent groups, academic affairs, staff, and students. This proposal involves an iterative process connecting these constituent groups, a Reconciliation Committee and the Cabinet.

Each constituent group will develop its own process by which it will identify and forward to the Reconciliation Committee (with copies to the other constituent groups) recommended revisions to the Plan. The various processes developed by the constituent groups will be described in a University document but may be modified by those groups at any time without the approval of the University.

The Reconciliation Committee shall be composed of three representatives and one alternate from each constituent group as well as one representative (and alternate) from the Council of Academic Department Heads, one representative (and alternate) from the non-academic directors, and one representative (and alternate) from the Academic Affairs Council. The Reconciliation Committee will receive the recommended revisions (additions, deletions, modifications). In negotiating and drafting a reconciled Plan, the Committee shall have license to modify the proposed revisions of any group.

The reconciled Plan, clearly describing the recommended deletions and additions, shall be returned to the constituent groups for discussion and comment. The Reconciliation Committee will endeavor to incorporate said comments and report the Plan to all three constituent groups.

Following discussion by all groups, the Reconciliation Committee will forward the Plan to the Cabinet. Should the Cabinet propose changes, the Plan will be returned to the Reconciliation Committee with clearly articulated comments. Following any modification, the Plan will be returned to the constituent groups for discussion prior to resubmitting to the Cabinet.

In sum: The Reconciled Plan should be acceptable to all constituent groups and the Cabinet before becoming accepted as the New Reconciled Working Draft. Hopefully this process will encourage cross-group consultation throughout the process.

Time Line: The deadline for submission of proposed revisions to the Reconciliation Committee is February 15. The Committee intends that the process should be completed by mid-October to afford the President ample opportunity to prepare materials for the Board of Regents.